



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

700 N Hartford St, Chandler, AZ 85224

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. James D. Tongring
Schedule : 7:30 AM to 4:30 PM
Grades : K-6
2004 Enrollment : 666
Web Address : ww2.chandler.k12.az.us
Phone Number : (480) 812-6700
Fax Number : (480) 812-6720
E-mail : tongring.james@chandler.k12.az.us

Mission

All students will have access to challenging, quality instruction compatible with their capabilities, which will prepare them to demonstrate the knowledge, personal qualities and values characteristic of successful students.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will increase their overall skills in all academic areas and will achieve growth equal to one grade level during the school year.
- ü Students will be able to successfully implement reading strategies and skills to demonstrate at least 75% mastery of District Reading Objectives.

Enrollment

October 1, 2003 School Year Student Enrollment : 673
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 55

Instructional Programs

- ü Strong Phonics-based Reading Program
- ü Math/Science/Technology Focus
- ü Motorola Computer Mac Lab (32-station)
- ü State-of-the-Art PC Computer Lab

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/27/2004
Last Day of School :	6/1/2005

Shared Responsibilities

School

Hartford School will emphasize academic achievement; will create and maintain a safe and drug-free environment; and will enable each student to reach their maximum potential. Our positive school climate enhances feelings of self-worth and self-esteem.

Parents

Ensure that students attend regularly; provide a quiet time and place to work and review homework; read to and with students regularly; communicate with teachers; support the parent/school behavior plan; and be a positive role model.

Transportation Policy

We are considered a walk-in school; therefore, busing is not provided. Self-contained special education students and gifted students (CATS) are bused to schools where these programs are located.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Chamber of Commerce Teacher Of The Year	2004
ü Top Ten A+ Finalist	1997
ü District Student Council Award	2004
ü Administrator of the Year Award	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	2220	75509	99	100	100	504	531	521	16	8	13	37	19	23	30	37	33	17	36	31
All Students (Prior Year)	99	2034	75372	100	98	100	522	529	523	15	7	9	24	20	25	28	39	36	34	34	30
Female	54	1107	37013	100	100	100	504	534	522	18	7	12	33	19	24	31	38	33	18	37	31
Male	39	1113	38430	98	99	99	504	528	521	12	9	14	42	20	22	30	36	33	15	35	31
African American	NC	124	3660	NC	98	99	NC	514	496	NC	11	24	NC	23	31	NC	40	28	NC	25	18
Hispanic	72	705	30486	99	100	99	502	510	505	18	14	18	33	29	29	33	37	32	16	20	21
Asian/Pacific Islander	--	124	1780	--	100	98	--	557	549	--	4	5	--	9	13	--	31	33	--	56	50
American Indian/Alaskan Native	NC	28	4075	NC	100	100	NC	509	486	NC	19	28	NC	23	34	NC	35	26	NC	23	12
White	17	1232	35192	100	99	99	518	541	534	6	5	8	47	15	19	24	37	35	24	43	39
Students with Disabilities	NC	252	9708	NC	100	100	NC	508	489	NC	15	32	NC	33	27	NC	29	24	NC	23	17
Students without Disabilities	88	1968	65801	98	99	98	505	533	525	16	7	11	34	18	23	32	38	34	18	37	33
Limited English Proficient Students	26	259	16928	50	63	100	456	470	485	53	37	29	20	37	33	27	22	26	0	3	12
Migrant Students	NC	35	750				NC	486	499	NC	26	21	NC	35	29	NC	30	30	NC	9	20
Economically Disadvantaged	78	689	36411				496	508	503	19	15	19	37	30	29	31	35	32	13	20	20
Non-Economically Disadvantaged	15	1531	39040				542	540	534	0	5	8	36	15	19	29	38	34	36	42	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	94	2224	75492	100	100	100	508	526	519	18	8	12	16	14	16	52	50	47	14	29	24
All Students (Prior Year)	99	2040	75221	100	98	100	519	529	523	15	5	8	18	12	16	44	57	56	24	25	21
Female	54	1107	37014	100	100	100	512	531	523	12	5	10	20	12	15	53	48	48	14	35	27
Male	40	1117	38400	100	100	99	502	521	516	26	11	14	9	15	17	50	52	47	15	23	21
African American	NC	124	3665	NC	98	99	NC	518	505	NC	9	20	NC	19	22	NC	49	43	NC	23	14
Hispanic	73	708	30438	100	100	99	507	510	508	18	14	17	16	22	21	52	49	47	15	15	15
Asian/Pacific Islander	--	124	1773	--	100	98	--	536	534	--	4	4	--	11	10	--	49	50	--	37	36
American Indian/Alaskan Native	NC	28	4081	NC	100	100	NC	513	498	NC	13	25	NC	29	26	NC	42	40	NC	17	8
White	17	1233	35177	100	99	99	515	534	528	18	5	8	12	9	13	53	50	49	18	35	31
Students with Disabilities	NC	254	9707	NC	100	100	NC	513	495	NC	14	33	NC	25	21	NC	43	33	NC	19	13
Students without Disabilities	89	1970	65785	99	99	98	508	527	522	18	7	10	16	13	16	51	50	49	15	29	26
Limited English Proficient Students	26	259	16905	50	63	100	477	477	489	47	44	34	33	36	28	20	20	32	0	0	6
Migrant Students	NC	35	763				NC	501	499	NC	17	21	NC	30	30	NC	43	40	NC	9	8
Economically Disadvantaged	79	690	36302				503	509	507	20	15	18	19	22	21	49	49	46	12	14	14
Non-Economically Disadvantaged	15	1534	39164				530	532	528	7	5	8	0	10	13	64	50	48	29	34	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2206	75053	97	99	99	589	618	597	2	4	7	12	8	12	85	77	72	0	11	9
All Students (Prior Year)	98	2003	73654	100	96	99	537	540	530	11	6	9	9	10	13	65	74	70	15	10	7
Female	53	1102	36872	98	100	99	598	642	621	2	1	5	10	6	9	88	79	74	0	14	12
Male	38	1104	38109	95	98	99	574	594	573	3	7	10	15	10	14	82	75	69	0	8	6
African American	NC	124	3636	NC	98	99	NC	597	568	NC	3	12	NC	10	16	NC	78	67	NC	9	6
Hispanic	70	694	30235	96	99	98	584	582	575	3	6	9	15	13	14	82	75	70	0	6	6
Asian/Pacific Islander	--	124	1768	--	100	98	--	654	651	--	4	3	--	2	5	--	79	72	--	16	19
American Indian/Alaskan Native	NC	28	4044	NC	100	99	NC	582	550	NC	4	13	NC	13	17	NC	79	66	NC	4	4
White	17	1230	35028	100	99	99	603	635	613	0	3	6	6	6	10	94	78	73	0	13	11
Students with Disabilities	NC	251	9625	NC	100	100	NC	555	530	NC	18	21	NC	18	21	NC	57	55	NC	7	4
Students without Disabilities	86	1955	65428	96	99	98	591	623	604	1	3	6	13	7	11	86	78	73	0	11	10
Limited English Proficient Students	25	253	16765	48	62	100	532	527	525	7	12	17	33	22	20	60	63	60	0	3	2
Migrant Students	NC	34	752				NC	543	562	NC	5	9	NC	36	18	NC	55	68	NC	5	5
Economically Disadvantaged	76	680	36077				580	580	566	3	4	10	13	13	16	84	77	69	0	5	5
Non-Economically Disadvantaged	15	1526	38950				630	633	618	0	4	5	7	6	9	93	77	73	0	13	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2175	76019	100	99	100	474	510	499	19	9	14	53	33	39	10	16	14	19	42	33
All Students (Prior Year)	90	2101	76230	100	99	100	488	510	498	15	8	12	37	33	38	16	15	12	32	45	37
Female	34	1073	37207	100	99	100	486	511	499	0	7	12	67	36	41	11	17	14	22	40	33
Male	37	1099	38677	100	99	100	465	509	498	34	12	15	41	31	38	9	14	13	16	44	34
African American	--	132	3817	--	100	100	--	490	475	--	16	23	--	43	47	--	16	11	--	26	18
Hispanic	50	640	29458	100	98	100	466	483	480	20	18	20	60	47	48	10	13	12	10	22	20
Asian/Pacific Islander	NC	98	1673	NC	100	99	NC	542	531	NC	4	4	NC	22	29	NC	12	14	NC	62	53
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	485	466	NC	18	28	NC	38	49	NC	21	10	NC	24	13
White	16	1257	35880	100	99	100	499	522	515	7	5	7	43	28	32	14	17	16	36	51	45
Students with Disabilities	NC	268	9786	NC	100	100	NC	477	457	NC	26	39	NC	41	40	NC	7	7	NC	25	13
Students without Disabilities	66	1907	66233	100	99	99	475	513	503	19	8	11	51	33	39	11	16	14	19	43	35
Limited English Proficient Students	22	220	15206	81	73	100	432	442	459	46	44	31	46	48	53	8	5	7	0	3	9
Migrant Students	NC	37	745				NC	471	473	NC	19	22	NC	63	53	NC	15	11	NC	4	15
Economically Disadvantaged	47	642	35714				470	482	480	21	19	20	54	46	47	8	11	12	18	23	20
Non-Economically Disadvantaged	24	1533	40266				482	520	513	15	6	9	50	29	33	15	17	15	20	49	43

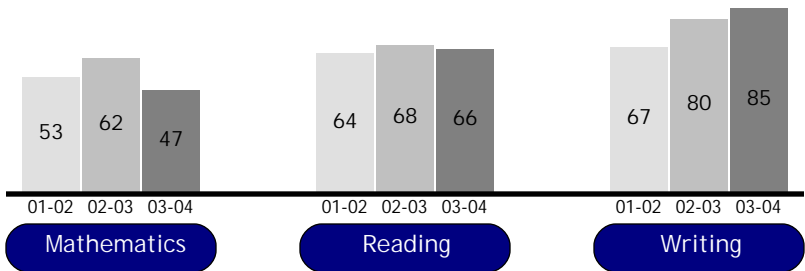
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2174	76020	100	99	100	488	506	503	50	22	25	21	20	23	28	43	40	2	14	12
All Students (Prior Year)	87	2096	76202	99	99	100	495	509	505	29	13	19	31	22	24	37	52	46	3	13	11
Female	34	1073	37213	100	99	100	494	507	504	30	18	22	30	23	23	41	44	42	0	15	13
Male	37	1098	38666	100	99	100	483	504	501	68	26	29	13	18	22	16	42	38	3	14	12
African American	--	132	3819	--	100	100	--	496	494	--	29	37	--	34	26	--	35	31	--	3	6
Hispanic	50	639	29442	100	98	99	484	491	494	60	45	37	18	23	26	23	27	31	0	5	6
Asian/Pacific Islander	NC	97	1672	NC	100	99	NC	521	513	NC	9	12	NC	10	19	NC	58	49	NC	24	20
American Indian/Alaskan Native	NC	38	4735	NC	97	100	NC	501	489	NC	29	48	NC	29	25	NC	35	24	NC	6	3
White	16	1258	35890	100	99	100	499	512	511	15	12	15	38	19	20	38	50	48	8	19	18
Students with Disabilities	NC	268	9784	NC	100	100	NC	493	485	NC	47	58	NC	18	19	NC	27	19	NC	8	4
Students without Disabilities	66	1906	66236	100	99	99	488	507	504	49	20	23	21	21	23	28	44	42	2	15	13
Limited English Proficient Students	22	219	15198	81	73	100	469	472	483	100	88	59	0	7	25	0	4	14	0	0	1
Migrant Students	NC	37	743				NC	480	488	NC	73	50	NC	19	28	NC	8	19	NC	0	3
Economically Disadvantaged	47	640	35703				485	491	494	59	44	37	13	24	26	28	28	31	0	4	6
Non-Economically Disadvantaged	24	1534	40274				493	511	509	32	14	17	37	19	20	26	49	47	5	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2165	75673	100	99	100	489	544	530	16	7	12	38	23	25	47	65	58	0	4	4
All Students (Prior Year)	88	2069	74692	100	98	99	490	514	502	19	11	18	36	24	27	40	55	47	4	10	8
Female	34	1070	37099	100	99	100	528	563	548	7	4	8	26	21	22	67	69	64	0	6	6
Male	37	1092	38441	100	99	99	456	525	513	23	10	16	48	26	29	29	61	52	0	3	3
African American	--	131	3791	--	100	99	--	534	506	--	6	18	--	32	29	--	57	50	--	5	3
Hispanic	50	638	29305	100	98	99	481	507	507	18	15	16	38	30	31	45	54	51	0	1	2
Asian/Pacific Islander	NC	98	1665	NC	100	99	NC	590	573	NC	3	6	NC	14	16	NC	72	67	NC	11	10
American Indian/Alaskan Native	NC	38	4707	NC	97	100	NC	537	492	NC	3	19	NC	35	33	NC	56	46	NC	6	1
White	16	1250	35760	100	98	99	516	558	550	15	4	9	31	20	21	54	70	64	0	5	6
Students with Disabilities	NC	267	9706	NC	100	100	NC	500	462	NC	14	36	NC	39	32	NC	44	31	NC	2	1
Students without Disabilities	66	1898	65967	100	98	99	488	548	536	16	7	10	39	22	25	46	67	60	0	5	5
Limited English Proficient Students	22	218	15115	81	72	100	455	455	471	23	27	26	62	46	38	15	25	35	0	1	1
Migrant Students	NC	37	738				NC	453	488	NC	37	23	NC	30	33	NC	33	43	NC	0	1
Economically Disadvantaged	47	637	35541				487	508	504	15	13	17	38	32	31	46	53	50	0	2	2
Non-Economically Disadvantaged	24	1528	40091				494	558	550	16	5	9	37	20	21	47	69	64	0	5	6

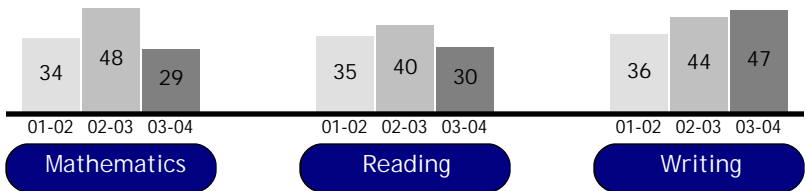
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	33	53	44	89	41	57	50	99	39	NA	58
	Language	97	33	50	39	97	32	53	43	100	38	58	50
	Mathematics	97	57	63	52	98	46	63	57	99	57	71	64
3	Reading	93	29	51	43	93	41	56	47	97	43	NA	55
	Language	93	36	57	50	96	56	63	54	100	55	66	61
	Mathematics	93	40	56	50	98	56	61	54	95	48	66	61
4	Reading	88	26	56	47	95	28	60	52	94	42	NA	56
	Language	88	36	53	45	99	31	54	48	94	35	59	52
	Mathematics	88	45	59	52	100	35	61	57	94	50	68	61
5	Reading	92	27	54	46	96	31	58	50	99	35	NA	55
	Language	92	30	50	43	97	33	54	46	100	35	56	49
	Mathematics	92	51	60	54	97	47	65	57	99	47	69	63
6	Reading	90	42	57	49	100	32	59	53	100	40	NA	56
	Language	90	38	51	42	100	30	52	45	100	36	57	48
	Mathematics	90	43	65	58	100	46	68	62	100	58	74	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Hartford Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü All-school Activities/Policies
- Ü Oversee Leadership Team
- Ü Budget
- Ü Student Dress/Attire/Behavior
- Ü School Improvement (Including Safety)
- Ü Parent/Educator Communication

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	26.50
Other Professional Staff	8.75	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	1	0	0	0
10 or more years	6	15	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	33
Core academic classes taught by Highly Qualified (NCLB) teachers.	33
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Motorola iMac Math/Science Computer Lab
- Ü State-of-the-Art PC Computer Lab

Extracurricular Activities

- Ü Spirit Team and Cheer Team
- Ü Before/After School Tutoring
- Ü Chorus
- Ü Boys and Girls Basketball
- Ü Dance Groups

Social Services

- Ü Extensive Volunteer Program
- Ü Access to Wellness Clinic
- Ü Adult ESL Accessibility
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

Ü Hartford has been recognized by the school district for the cleanliness of the campus more times than any other district school.

Ü Attendance at Hartford continues to meet or exceed district averages.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	4	2	2	2
Transfers In ⁷ (Out of District)	7	10	9	9
Promotion Rate ⁸	99	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	55	50
Grades 3-4	66	56
Grades 4-5	63	70
Grades 5-6	78	66

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have formulated comprehensive evacuation and lock-down procedures. All employees and visitors wear ID badges. We teach Stranger Danger at ALL grade levels. We provide before/after school supervised activities. We have a DARE office on campus.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	James Tongring	(480) 812-6707
Transportation Policy	James Tongring	(480) 812-6707
Community Resources	James Tongring	(480) 812-6707
School Nutrition Programs	Tammy Maldonado	(480) 812-6704
Parent Organization	Cece Encinas	(480) 812-6700
Student Health/Nurse	Sandra Palomo	(480) 812-6702

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.